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ABSTRACT

A large segment of the rural population has a low educational profile. According to the 1961 census, 87% of the male and 75% of the female labor force of Prince Edward Island had grade eight or lower education. Public libraries are the only provincial agencies which can be of any help if the dropouts, functional illiterates and the undereducated decide to continue their education outside the formal classroom. The purposes of this study are: (1) to overview the public library resources and services available to the rural people; (2) to identify the educational and informational needs of this group; (3) the extent to which they are satisfied, also to suggest reasons for which they have failed to satisfy these needs and (4) to suggest measures which can be taken to meet these needs. To tap the potential of public libraries, it is suggested that the libraries be provided with a foundation in law, and that necessary steps should be taken to meet the minimum standards set by the Canadian Library Association. Other suggestions for securing effective library services are also made. (Author/NH)

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LIBRARY SERVICES IN A RURAL SETTING: THE CASE OF PRINCE EDWARD ISLAND

by

A. Hamid Saleemi

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PREFACE

In order to properly effect an improved utilization of the human resources of Canada, it is essential not only that the educational and technical skills of the disadvantaged individuals be improved, but it is also essential that resources be provided by which these skills can be maintained and continuously improved.

An adequate library system is an important resource for this function. Moreover, there exists, within a population, a requirement for recreational reading.

As a part of its research in Human Resource Development, Prince Edward Island NewStart Inc. has carried out two studies on the availability and utilization of library facilities in Prince Edward Island and in Kings County in particular.

In the first of these studies, Mr. Saleemi examined, in some detail, the facilities as they exist in Kings County, and provided some data as to their utilization. In this paper, the author has outlined the history of the library system in Prince Edward Island, with particular emphasis on some factors which have caused the system to become less adequate than would be expected by national standards.

Considerable effort has been devoted to securing data which regard to the present operations of the provincial library system. The paper goes on to suggest means by which library services can be improved and brought closer to national standards.

As Prince Edward Island moves toward the improvement of educational and social standards, particularly within the

context of the adult education and social development programs of the Comprehensive Development Plan, an improved library system becomes important and studies such as this will provide useful inputs to this improvement.

Austin L. Bowman
Executive Director

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INTRODUCTION

Prince Edward Island, located in the Gulf of St. Lawrence, is a curved slice of land, about 130 miles long and of breadth varying from 4 to 34 miles, covering an area of 2184 square miles. The inhabitants of Prince Edward Island (108,535, 1966), with the exception of Charlottetown and its suburbs (est. 23,000, 1966) and Summerside (10,042, 1966), live in centers of less than 1500 people.

According to the 1961 census, 87% (N = 26,068) of the male and 75% (N = 8,080) of the female labor force had grade eight or lower education, while those who had grade five or lower totalled more than one-half among the male and one-fourth of the female labor force[1]. It was estimated that, under the present system of education, 42.5% of the 1966 grade two enrollees will not graduate from high school. The actual dropout rate of 1954 grade two enrollees stood at 65.1% in 1964[2].

Public libraries are the only provincial agencies which can be of any help if the dropouts, functional illiterates and the undereducated decide to continue their education outside the formal classroom. They have been operating on the Island since 1933.

NEED AND PURPOSE OF THIS STUDY

Other than the annual reports of the librarian, no study has been made concerning the library services to the rural population of the province. The low level of education of a large segment of the adult population and a high rate of drop-outs from the school system warrant a special assessment of the resources and services available to the rural people, who form 70% of the total population*. The purposes of this study are:-

(a) to overview the public library resources and services available to the rural people,

(b) to identify the educational and informational needs of this group,

(c) the extent to which they are satisfied, also to suggest reasons for which they have failed to satisfy these needs; and

(d) to suggest measures which can be taken to meet these needs.

METHODOLOGY

In addition to published evidence, information for this study was collected in interviews with more than one-half of the branch custodians, librarians, and other government officials.

* For the purpose of this study, all population living outside Charlottetown and Summerside have been considered rural.

HISTORICAL BACKGROUND

Prior to 1964, P.E.I. Libraries, the only library system, served the schools and the public of the whole Island. Since 1964, Charlottetown (18427, 1966) has been served by the Confederation Center Library, an extension of the Legislative Library. It is open to all, without any charge, though practically limited to the residents of Charlottetown and its suburbs. P.E.I. Libraries (termed in this paper as the P.E.I. Library System) are responsible for supplying library material to the schools of the province and the rest of the population. The present paper deals with library services to the latter group.

Province-wide public library service may not have been introduced for years to come, has it not been recommended by the Commission of Enquiry in 1932 and supported by the Carnegie Corporation or other outside institutions.

In February, 1932, Prince of Wales College and its library were destroyed by fire. The following month, the President of the Alumni Committee wrote to Dr. George Locke, who was the chairman of the Advisory Group on Canadian College Libraries for the Carnegie Corporation, to find out if Prince of Wales College could qualify for a grant for the re-establishment of its library. Dr. Locke suggested writing to the Carnegie Corporation and added that the college library could also serve as headquarters for a provincial library service, a plan reinforced when he visited the Island at the request of the Premier in June, 1932.

Dr. Gerhard Lomer was commissioned to prepare a plan for the Island which he submitted to the Corporation in October, 1932. With minor changes, the Corporation accepted Dr. Lomer's plan and voted "to establish a modern system of library service

on Prince Edward Island and thereby to set an example for corresponding development in Nova Scotia and New Brunswick, and possibly Newfoundland"[3]. During a three-year operation of the Demonstration Plan, the Carnegie Corporation provided about $ 107,000, while the Provincial Government contributed a token amount of $ 2,000.

During the three years of demonstration, Miss Bateson, the librarian, was successful in arousing public interest in libraries. By the end of the demonstration period, about one-third of the total population was registered at the 22 branch libraries as readers. In addition, 92 study clubs were active in studying the subjects of public interest. Dr. Lomer and Miss Bateson were convinced of the need of a library legislation to insure continuation and support. A Library Commission was established by the Executive Council of the province on July 24, 1934 and the legislature passed the Public Library Act in 1935.

In 1935, a new government was elected which was not greatly interested in the library plan, and perceived it as no more than an obligation undertaken by its predecessor. Seeing the failure of her appeals for continuation of the plan, Miss Bateson mounted a final campaign to pressure the government into continuation. Petitions favoring the continuance of the library services were submitted by each one of the 22 libraries, representatives of Prince of Wales College and St. Dunstan's University, Women's Institutes, and many other organizations. A few dissensions were also heard. All this had little effect on government. It is likely that, had the government not been affected by the Carnegie's assistance to Prince of Wales College and St. Dunstan's University, the public libraries would have been closed. However, when the government half-heartedly decided to continue the libraries, perhaps also, to protect itself from

further public pressure, disbanded the Commission and repealed the Public Library Act. For the balance of the year 1936, the government provided only $ 6,000, later raising it to $ 14,000 annually for the first two years. It was only after 1946 that the budget started growing by $ 2,000 or $ 3,000 per year, reaching just over $ 40,000 in 1955, where it remained constant through 1963[4].

FINANCIAL SUPPORT

Maintenance of the P.E.I. Library System (PLS) has been a provincial affair since the termination of the demonstration project in 1936. Public library committees, municipal bodies and other civic organizations have, in most cases, provided for the library quarters, shelves and furniture. Since the provincial take-over, the PLS has been practically a part of the Department of Education, though the legal provision came in 1945.

Concern for educational improvement, which started in the early 60's, has been responsible for increased budgets for the Department of Education, however, the PLS has remained comparatively static. Since 1960, the total education budget has increased from $ 2.3 million to $ 12.5 million in 1969, growing more than five times, while the library budget has slightly more than doubled. In 1969, the PLS expended $ 78,046, or a per capita expenditure of $ .92, which is less than one-third of the Canadian per capita figures for the year 1968 and the lowest among the ten provinces[5].

LIBRARY RESOURCES

BOOKS. At the end of 1948, there were 69,395 volumes in the library system. December 31, 1960 showed the stock at 106,000, indicating a net annual increase of 3,058 volumes. Since then, due to weeding, the net annual growth has declined to 763 volumes. With this stock, the system has not only to supply 21 branch libraries, it also carries the responsibility of supplying books to 284 rural schools, which serve about 22,000 students of the province[6]. During the year 1968, the P.E.I. Library System was able to serve only 105 schools. Some of the high schools have permanent collections on loan, depleting the stock for public library service to the rural population. One should not forget that more than one-third of the total book stock (40,000 volumes) remains in a dormant collection, as it is largely outdated and unsuitable for public library shelves. In other words, the library system has to serve the public, as well as the schools, with a total of 72,000 volumes[7].

PERIODICALS. In addition to the books available, the branch libraries are supplied with magazines. The number of periodicals range from 15 (to the large branches) to 3 for the smallest one. As most of the periodicals are routed from one branch to another, they are outdated by the time they reach the last branch on the list. It is a very small number of magazines which every library receives on a current basis. For the year 1970, a total of 138 subscriptions (57 titles) were made available to the branch libraries[8].

MANPOWER RESOURCES

From 1950 to 1953 the professional staff totalled four. Other than that, the total staff at headquarters has remained constant at six, including one or two professionals. Since 1964, one of the professional staff members has been in charge of school libraries, leaving the other to look after the public library services. Another professional joined the staff in the summer of 1970.

Branch librarians are called custodians. All are female, most of them are married, middle-aged, and have completed at least high school. Some of them have taken courses extended by the PLS. They are full time employees of the Provincial Government and are paid by the hour. At present, their minimum hourly rate stands at $ 1.50 per hour. Five years ago, the minimum rate of wages was set at $ 1.00 per hour.

PHYSICAL FACILITIES

For 34 years, the headquarters of the P.E.I. Library System remained in the basement of Prince of Wales College (present location of Holland College). In 1967, the extension of the College forced the Library to move out. It was reassigned another basement, which proved to be neither better nor more commodious than the previous one. At present, the headquarters is limited to about 3700 square feet, while the requirements call for a maximum of 6600 square feet[9]. Even with the maximum use of available space, including the corridors, the center has no room to expand or grow.

In almost all cases, a branch library is comprised of a small room, a few chairs, a small table for the librarian and maybe another small one for the reader or for magazines. Most of the branches have insufficient shelving, hardly any washroom facilities and not one has a telephone. One or two of them have no electric lighting. Some of them are not well-insulated to keep the cold out. In the midst of a chilly fall or a snowy winter, the old oil heater tries hard to warm up the cold atmosphere.

BRANCH LIBRARIES AND THEIR SERVICES

The PLS maintains 21 branch libraries in the rural areas of the province (see map on page 9). With the exception of two, all the other centers have elementary or high schools or both. In Table 1, they are grouped according to the size of population.

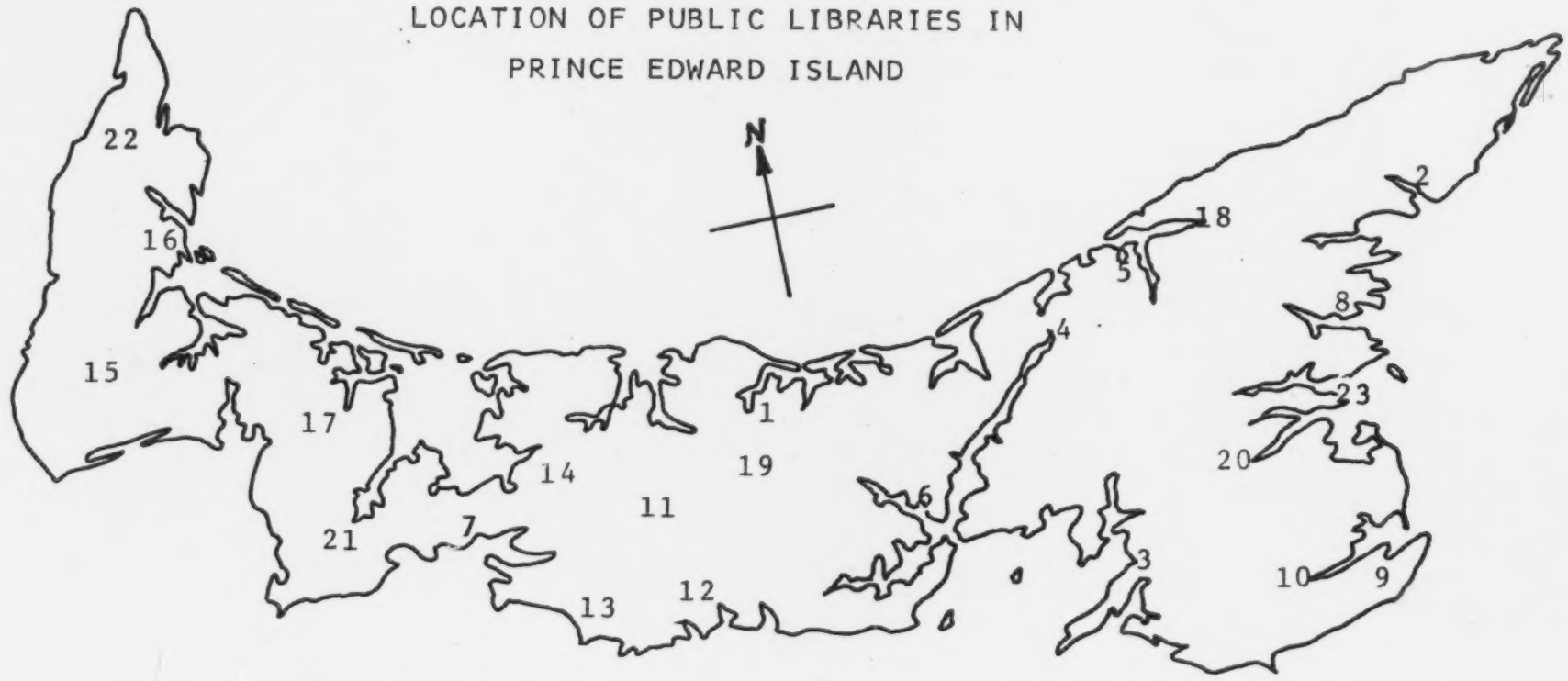
TABLE 1

POPULATION OF BRANCH LIBRARY CENTERS*

No. of Branches	Range of Population in the Centers
4	N/A (unincorporated areas)
6	Less than 500
7	501 - 1000
4	1001 - 1500

* As the service area for each branch library is not designated, it is not possible to determine the service area population.

LOCATION OF PUBLIC LIBRARIES IN PRINCE EDWARD ISLAND



1. Rustico
2. Souris
3. Eldon
4. Mt. Stewart
5. Morell
6. Charlottetown (HQ)
7. Summerside
8. Annandale
9. Murray Harbour
10. Murray River
11. Bradalbane
12. Crapaud
13. Borden
14. Kensington
15. O'Leary
16. Alberton
17. Tyne Valley
18. St. Peters
19. Hunter River
20. Montague
21. Wellington
22. Tignish
23. Georgetown

Geographically, P.E.I. is divided into three counties: Kings, Queens and Prince. Municipal authorities for counties and rural townships are nonexistent and the Provincial Government looks after their interests; the incorporated areas deal directly with the province. Following is the total book stock and population of each county, excluding the service area population of Charlottetown (est. 23,000) and Summerside (est. 12,000).

TABLE 2

A COMPARISON OF RURAL POPULATION AND AVAILABLE BOOK STOCK BY COUNTIES

County	Population Served	No. of Libraries	No. of Books	Per Capita Books
Kings	16,564	8	19,002	1.1
Prince	28,817	7	15,012	.5
Queens	25,000 (estimate)	6	9,207	.4
TOTAL	82,471	21	51,248	.7 average

The residents of Charlottetown and Summerside have access to better library resources and services than their counterparts in rural areas. Confederation Center Library (Charlottetown) has 38,000 volumes and is staffed by eight staff members, including two professionals[10]. During the summer, it hires another half dozen people. Summerside has about 8,000 volumes and is staffed by three staff members, none of whom is a professional librarian. Compared to urban areas, we find

that the rural population claims less than one volume per capita. Kings County, apparently, has an edge over Prince and Queens, but due to the sparseness of population the advantage is more apparent then real. Despite a large number of well-dispersed branches, there are still areas of considerable size which are not in convenient reach of any of the 21 branches.

Most of the branch libraries are open 8 - 15 hours per week. As indicated earlier, their resources are limited. Even within their limited book stock, they have a substantial number (approximately 20% - 25%) of outdated and worn-out books, both fiction and non-fiction. All of the librarians interviewed indicated that the majority of their users were students. Elementary school students and young children are not encouraged to request books not available in the library. In a recent study of one of the counties, reported by Saleemi and Connor[11], it was found that students and housewives constituted 80% of the users, while the farmers and fishermen, the largest single group of breadwinners, used the libraries minimally, as indicated by Table 3, page 12.

TABLE 3

DISTRIBUTION OF LIBRARY USERS IN KINGS COUNTY BY OCCUPATION

(N = 354)

Occupation	Number	% of Users	% of County Population
Students	217	61.3	27.2
Housewives	67	18.9	24.3
Teachers	16	4.5	2.00
Retired People	12	3.4	17.3
Businessmen	11	3.1	-
Farmers & Fishermen	5	1.1	13.4
All Others	26	7.3	15.8

Source: Saleemi, A. Hamid and Connor, Thomas R., An Assessment of Public Library Service in Kings County, Prince Edward Island, Montague, P.E.I., Prince Edward Island NewStart Inc., 1970, Table 4, p. 14.

The limited library use by the male adults could be attributed to the following factors:

1. About 2/3 of the libraries are open for more than 9 hours a week on working days during business hours, when few of the farmers or fishermen could visit them. Thirteen branches are open on week-ends for 3 hours or less.

2. As already indicated, the book stock is limited. Moreover, the libraries do not carry materials of special interest to farmers or fishermen, either by subject matter or by difficulty of writing.

3. Most of the libraries are located in unattractive buildings, another deterrent factor.

4. Above all, the libraries do not advertise their business hours regularly or irregularly and none of them can be contacted by a telephone.

PLACE OF P.E.I. LIBRARY SYSTEM IN THE ATLANTIC REGION

Until 1947, the PLS was the only system which could have been termed as a regional library system in Eastern Canada. The planners of the Carnegie Demonstration Project, in 1933, had hoped that it would set an example in the Maritime region, which it probably did. However, due to several reasons, which are discussed later, the PLS never really fulfilled its objective of providing a quality service to all Islanders, regardless of their location. As stated earlier, the quality of services varies greatly with the place of residence.

The regional systems which originated in the 50's and 60's have left the PLS far behind in the race for a better library service. Comparing with some other regional library systems in the Maritimes, we find that the PLS is operating at a very low level. For example, the PLS expends 41% of the average figures for regional library systems, serving 50,000 - 99,999 people and, when compared to all Canadian public library expenses, it is found that the province spends 31% of the national average ($ .92 per capita), the lowest in Canada. Table 4 tells part of the story.

TABLE 4

A COMPARISON OF VARIOUS REGIONAL LIBRARY SYSTEMS

IN THE MARITIMES & CANADA AS A WHOLE*

Date of Establishment	Name	Report Year	Population Served	Books	Books Per Capita Served	Total Expenditure	Per Capita Expenditure
						$	$
1933	P.E.I.	1969	85,500	72,000	.84	79,064.00	.92
1949	Annapolis	1969	47,430	44,379	.94	73,281.00	1.55
1950	Cape Breton	1969	126,844	103,870	.82	163,249.00	1.29
1950	Clochester	1969	46,912	54,481	1.16	82,501.97	1.76
1957	Albert Westmoreland Kent	1969	110,102	98,212	.89	179,770.00	1.63
N.A.	Canada (all public libraries)	1968	15,653,713	23,008,802	1.47	46,844,260.00	2.99[a]

Source:

* The information for the individual library systems is based on their annual reports for the years stated in the table.

a. Dominion Bureau of Statistics, Survey of Libraries, Pt. 1, Catalogue no. 81-205, Annual 1968. Ottawa, 1970, p. 29.

RURAL POPULATION AND THEIR NEEDS

As indicated above, a large segment of the adult male labor force has a low educational profile. Among the farmers, fishermen and loggers this is very true, 68% (N = 10,744) of this group claim a grade five or lower education. The majority of these people are poor. The dwindling number of operating farms (10,000 in 1950 to 6,400 in 1966), decreasing population (47,565 in 1950 to 27,329 in 1970), and low productivity are some indicators of the status of agriculture in P.E.I.[12] "The output, per worker, in all sectors, is well below the national average by as much as 50% in agriculture. Accordingly, per capita income ranges between 60% and 70% of the national average"[13]. To add fuel to the fire, an obsolete school system keeps adding its dropouts to the lines of unskilled, unemployed and underemployed.

The needs of this group can be arbitrarily divided into three areas: educational, informational and recreational.

Educational. Education has become a key word as it is one of the surest ways to prepare for the world of work. Though not a universal truth, yet an accepted one, is, the less the schooling, the poorer the job, the lower the income. The mass exodus from rural to urban areas indicate that in the future many of these people will be looking for jobs with the industry. With the technological revolution, many of the unskilled jobs have disappeared. To be gainfully employed, it has become necessary to be able to read, write and speak effectively. Even where reading and writing skills are not required, employers want literate employees.

Informational. Informational needs of the functionally illiterates and the illiterates are more than the rest of the society, simply because they cannot make use of information in newspapers, books, magazines, sales catalogues, package labels, etc. Surprising as it may be, many of the rural people do not know much about the world of work, training and retraining programs and job requirements[14]. A higher infant mortality rate in rural areas is indicative of the need for information on child rearing practices, hygiene and nutrition. Relatively few rural families have access to information about family planning. Those who need most have the least opportunity to get it[15].

Recreational. Recreational needs of the rural population, especially the older people (those 60 years and over form 14% of the total population), the disadvantaged, and the geographically isolated, are enormous. The summer months do provide an excellent opportunity to satisfy these needs, however, the winter months limit these people to indoors. While the well-off enjoy a wider choice all the year round, these groups have little alternative. Their physical distance is augumented by the socio-economic factors which isolate them from the rest of the society. They are unable to enjoy the wonderful world of books because of their low reading levels. The research suggests that older persons reduce their recreational activities and tend to spend their leisure time increasingly in passive and solitary activities[16]. Those who have the skills continue to enjoy reading, provided they have the opportunity.

FACTORS AFFECTING REALIZATION OF THE NEEDS

Among the many factors responsible for the present state of libraries and their effectiveness, the following three are the more important ones:

Historical. During the last 35 years of its existence, the PLS never really matured into a modern library service, like the ones in Nova Scotia and New Brunswick, which were provided guarantees by their respective legislatures. It may be of interest to know that up to 1959, in Prince Edward Island, it was the same government which repealed the Public Libraries Act and did away with the Commission in 1936. Despite the existence and service of the PLS, the government showed little understanding towards libraries. Coughlin observed, "Repeal of the Library Act in 1936 and continued opposition to enactment of legislation, to ensure the operation of a strong system, suggest indifference or lack of understanding"[17]. Presently, the PLS is most vulnerable to any change in administration, due to lack of security and the absence of any supervisory body. The absence of goals, guidelines, and standards for the system and the undefined role of the library administrator is a clear negation of the fundamentals of management.

Socioeconomic. Selective emigration, in some cases, has reduced many of the rural communities below the population at which they are functional, viable, social and economic units. The sparseness of population and limited resources have made it difficult to maintain essential social and educational services.

There is little evidence that the public ever demanded library service, except when the need for service was aroused by the Carnegie Demonstration Project. Other than that, the public showed little interest in the public library system and had few

qualms about the quality of service. As Coughlin noted, "From the beginning, leadership has come from outside the province; no resident or group of residents have, on their own initiative, taken up the library cause at any time"[18]. Library committees and women's institutes have shown some interest in the establishment of branch libraries, however, due to their voluntary nature, the library committees tend to fade away, leaving the responsibility to the province. The paternalistic attitude of the government towards education, libraries and other social institutions can be held responsible for the indifference and pauperism of the rural community as a whole. Local communities have lost their initiative to such an extent that it is hard to elicit any response without a considerable effort. It is evident, that where communities in other areas would initiate social action to solve their problems, the P.E.I. communities look for help from the province[19].

Organizational. Since its inception, the PLS has been a victim of the negligence of the Department of Education. The inability of the library administrators to take up their case before the government has resulted in the sluggish growth of the system. The branch library system, in its present form, is antiquated and unable to meet the needs of modern society. Two things which stand out, during the last 35 years, are the piecemeal approach and the absence of any central direction of library and auxiliary services.

ROLE OF THE PUBLIC LIBRARIES IN RURAL AREAS

Public libraries serving rural areas carry a heavier load than their urban counterparts. In cities, the public libraries

are supplemented in their work by many other educational institutions (public or private schools and colleges) federal, provincial and municipal government departments, financial institutions, museums, and a host of other agencies and organizations, while rural areas lack many of these. Whatever the educational institutions (elementary or high schools) do exist, they are generally overburdened with work and deficient in library and information facilities for their own clientele and find themselves unable to cater to the needs of the general public. Libraries should actively participate in the community affairs by providing leadership as well as their resources and facilities to individuals and to groups.

As an agency of adult education, libraries have an important role to play in the adult basic education and other upgrading programs. Most of the adult education programs currently in operation use textbooks as standard equipment. Commenting on the Basic Training and Skills Development (BTSD) Program, McGonnell (1970) wrote that they have fallen short of their objectives and suggested that these programs should be vastly improved[20]. It is hypothesized that if supplementary library programs are carefully planned and executed, we can greatly enhance the performance of BTSD students at a very low cost. By doing this, we can help them to develop life-long reading interests. Given the proper direction, planning and resources, public libraries can contribute substantially to the success of manpower development programs.

These libraries can also act as clearinghouses of information for various government and non-government agencies, which, on the Island has never been attempted in the past.

BRIDGING THE GAP

The single, most important step the government can take to rejuvenate the whole system would be to provide an adequate piece of legislation. A recent government communique stated, "One of the indispensible tools of learning is an adequate library program ... we are sadly deficient in this extremely important area"[21]. If the government really believes in the indispensibility of libraries, then it should not hesitate to provide necessary guarantees, as actions speak louder than words.

To obtain a uniformity of service and to provide an equality of opportunity, it is important that unnecessary duplication and waste be eliminated. It is suggested that all present units of library service, i.e. archives, departmental libraries, school libraries (resource centers), public libraries all over the Island, and audiovisual service should be combined into one.

To ensure an honourable partnership between the province and the communities, the communities should bear a part of the library cost and participate in the library administration in the form of an advisory board.

The Public Library System should plan its program and services in coordination with other service agencies, both provincial and federal. This would include Agricultural Extension, Adult Education, Departments of Health and Welfare, Department of Labor and Manpower Resources, Canada Manpower Center and other Agencies.

Other than the regular school hours, very little use has been made of the existing educational plants in many

communities. To make the best use of our limited resources, it is extremely important that these facilities should be extended to the communities for social, cultural and educational activities. To avoid further taxing the communities' resources, the present educational plants in large centers of population would be the best place for locating the public libraries and information centers. In addition to their regular function, these libraries would have the further advantage of bringing the parents and their children together in an informal educational atmosphere.

In the past, public libraries have remained traditional in their outlook and conservative in their approach towards the problems of society. They have been contented to serve those who approached them, the people who least needed their assistance. Libraries have failed to reach those who need them most, the illiterate, the dropouts, the unskilled, the underemployed, the aged, etc. To keep pace with the change in our society, libraries must reassess their role and revolutionize their approach to meet the needs of society. The public libraries on the Island have been no more than lending centers, which is only a part of the service the libraries generally extend to their clientele. As indicated earlier, in addition to their occupational needs, the rural population has specific needs which the libraries must cater to for an improved service. The libraries must serve the needs of business, church, youth, the age, the disadvantaged, as well as the more general needs of the individual.

Another important aspect, which has been left out in the past, is a well-organized, public relations program. Apart from 1950 to 1953, no efforts appear to have been made to make use of newspapers, radio, television, civic organizations, social agencies and public meeting places. The public must be

made aware of the existing services and programs if the libraries hope to be successful. It must sell its services to the public and organizations which can only enhance its public support.

Last, but not least, to undertake an adequate library services program, the PLS would need additional funds and necessary manpower resources. Without any doubt, the available book stock must be extensively weeded, rejuvenated and enlarged. In addition to the printed matter, the PLS should embark upon a program to serve the clientele with non-printed matter such as records, tapes, pictures, films, slides, etc. It would be a duplication of effort to propose, in this paper, the number of personnel, the extent of book stock, and other printed or non-printed matter, as this data already exists in the form of public library standards. However, as noted in the Policy Statement on Government Reorganization, the PLS should introduce bookmobiles to serve the isolated areas and the small centers of population.

SUMMARY

A large segment of the rural population has a low educational profile. Many of them are poor, and have access to inadequate educational and social services. Compared to the urban population, their needs are enormous and have not been catered to successfully. Public libraries, one of our very important institutions, have survived the indifference of government and the public. In the past, they have not been given a fair chance to prove their usefulness. To tap the potential of public libraries, it is suggested that the libraries be provided with a foundation in law, and necessary

steps should be taken to meet the minimum standards set by the Canadian Library Association. Various other suggestions have been made to secure an effective library service.

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